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THE

COLLEGE VOICE

PUBLISHED WEEKLY BY THE STUDENTS OF CONNECTICUT COLLEGE

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WEDNESDAY, April 15, 2009

Alcohol and Health Day At Conn

SARAH KOSOFSKY
STAFF WRITER

This past Wednesday in the 1962 room in Cro, Connecticut College had its first Alcohol and Health Day. CC Curtiss, Director of Student Wellness and Alcohol, created this event to help students analyze their habits and learn how to improve their health and decrease their stress level.

At the event, there were multiple tables set up, each with a different health message to address. There was a "Kiss or Condom" table, in which students answered questions for either a kiss or a condom, a table that addressed depression, and a table where students could get a personalized blood alcohol content (BAC) card.

Students were also able to complete a survey about their alcohol use. After filling out the survey, a student could take it to a member of counseling services, where the counselor and student would discuss the student's lifestyle, and what changes in habit might be made in order to live healthier. After speaking with the counselor, the student could pick up a free sigg bottle.

The College Voice had the opportunity to speak with Curtiss about the event. She said she had seen examples of other colleges' health and wellness events at a conference. Many colleges hold programs that encourage healthy living as a part of a national "screening day." She was particularly inspired by an event that had been held at Harvard in Dartmouth, NH. Curtiss was able to put on her own version of the event thanks to a grant from New London Community and Campus Coalition. After getting the grant, Curtiss got support from SGA for the event, and also from the SAC executive board, Counseling Services, Residential Life, Dean Bengochea, and the Office of Student Life.

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The Discussion Continues...



The Executive Board of SGA was in high spirits as they prepared for last Thursday's meeting. The session consisted of another thorough discussion of the issues stemming from the Lobster incident. For more coverage, please see the Op-Ed section.

Happy Pesach!

SARAH WEISS
STAFF WRITER

Happy Pesach! Or, better known, Happy Passover! This past Wednesday, April 8, many of the Jews of Connecticut College attended Passover Seder in Smith dining hall. The tables were complete with individual settings from the Seder plate, matzah, and what no Passover Seder is complete without: the Manischewitz wine.

Rabbi Aaron Rosenberg and Cantorial Soloist Sherry Barnes led the service as students followed along in their Haggadas, enthusiastically reading the prayers and singing songs.

A Haggada is the special Passover prayer book which is read from right to left, a feature common of all Hebrew texts. The purpose of the Passover Seder is to read from the Haggada, perform rituals, and remember the exodus of the Jewish people from ancient Egypt.

The story goes as such: The Jewish people became enslaved by the ancient Egyptians when an "evil" Pharaoh took power. He proclaimed that all male Jewish babies were to be killed. The mother of Moses could not bear to kill her son, and instead sent him floating down the Nile River

in a basket. Moses was found and raised by a daughter of the Pharaoh, but eventually left his homeland to become a shepherd.

Then, God spoke to Moses from a burning bush, commanding Moses to deliver his people in Egypt from bondage. When the Pharaoh refused Moses' plea to free the Jews, ten plagues descended upon the Egyptians. After the tenth plague, the killing of the first born son, the Pharaoh finally consented to free his slaves. The Jewish people saved themselves from this plague by painting lambs' blood above their doorposts so the angel

of death would "pass over" their homes. When the Jews learned of their freedom, they needed to leave Egypt quickly before the Pharaoh changed his mind. Therefore, they did not have time for their bread to rise, which is why we eat the unleavened bread, matzah, on Passover.

Despite their haste, the Pharaoh did change his mind and went after the Jews. Moses commanded the parting of the Red Sea, and the Jewish people escaped to freedom as the sea crashed over the Egyptians.

On Passover, Jews remember this story. The Seder plate con

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American Museums, Here to Stay?
A Roundtable Discussion About the Future of Museums
in a Time of Economic CrisisNORA SWENSON
STAFF WRITER

Wednesday, April 8 from 4 to 6 PM, Connecticut College's museum studies program celebrated its tenth anniversary by hosting a roundtable discussion in which three panelists hailing from various backgrounds shared their views and predictions for the future of museums in the United States.

Students at Connecticut College pursuing the Museum Studies Certificate Program,

as well as students majoring, minoring, or simply enrolled in art history classes were strongly encouraged to attend the discussion.

Issues discussed in the seminar included how the present economic crisis may change current museum-going trends in the United States, the ethics involved with the selling off of certain collections by museums facing financial crisis, and the future of college students pursuing the museum studies field, and the careers they will come across in their future.

The three panelists asked to speak included Carl Nold, president and CEO of Historic New England and recent American Association of Museums elected chair, Jock Reynolds, Henry J. Heinz II director of the Yale University Art Gallery, and Agnes Gund, Connecticut College alum of the class of 1960 and president emerita at the Museum of Modern Art.

The symposium, moderated by Christopher B. Steiner, professor of art history and founding director of museum

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EDITORIALS

April 15, 2009

CONTRIBUTE: e-mail ccvoice@conncoll.edu

THE COLLEGE VOICE

PUBLISHED WEEKLY BY THE STUDENTS OF CONNECTICUT COLLEGE



Letter From The Editor

The events of the past week and a half have been unlike anything I have seen during my time at Connecticut College. What started as a practical joke has blossomed into a full-fledged discussion of race at Connecticut College — a conversation that, judging by the fervor attached to it, is long overdue.

What has been most surprising to me is that after a week and a half, little progress has been made. Many students are still pointing fingers as if there is someone to blame in this conversation. Others are drawing a racial divide in the sand larger than the one that existed before the lobster incident. Some would say these actions are indicative of the lack of racial progressive thought at Connecticut College. But this would be faulty logic.

Rather, the lack of progress reflects the complexities of

race that still exist in this country. We like to call ourselves a post-racial country, especially now that we have elected a black president. But what does post-racial mean? Does that mean we don't talk about race? That we don't talk about the decades of racial inequality that are still seared into the fabric of our nation?

No, even fifty years later we cannot forget that the generation before us grew up in a society very much marred by racial relations. Anger and resentment from these times do not wash away easily, and it is naive of us to think they would.

And yet, black Americans are not the only ones who are angry about racial relations in the country today. Many white Americans criticize the institutions of affirmative action and political correctness as acts of reverse racism. For those who

disagree with these statements, President Obama, in his speech on race last year, said, "to label [the resentments of white Americans] as misguided or even racist...this too widens the racial divide, and blocks the path to understanding."

The anger by both races is not always productive but we cannot forget that it is very real. To dismiss them is to be blind to the problems, but holding on to them impedes progress. This leaves us in, as President Obama said, "a racial stalemate we've been stuck in for years."

So where do we go? First, we must not bind ourselves to the pain of our old racial wounds. Many of the gashes still run deep, but in order to march forward, our anger cannot be personal. The wealth disparity in this country has reached an all-time high; thousands of schools are without

the resources to properly educate; and now more than ever people are without proper health-care.

These issues affect people of all race and ethnicity and our anger must be directed at the institution that enables such things to happen. The city whose education budget is stretched too thin; the health care company who won't cover someone with diabetes; and the company who outsources a job to another country.

Within the white community, we must not write off the complaints relating to the lobster incident as overblown and existing only in the minds of the black students. The legacy of discrimination is still very real, as are the current discriminations whether they are overt or even intentional. We must acknowledge them not just with words, but with action, similar to the summits

that are planned for this week. I applaud these summits and the goal that they are trying to achieve.

Ultimately, what we must realize is that regardless of our backgrounds, race or ethnicity we are all Camels. We all came here with a common hope: to enrich our intellectual thought and be exposed to experiences that are unlike our own. To surmount the racial issues that are presented to us will require people of all races to participate. Sniping and drawing a racial divide is counter-productive; you know what they say: an eye for an eye we both lose our sight. Rather, we will find our solution in another old proverb: Do unto others as we would have them do unto us. If we can follow that, we might get somewhere.

We want your pictures

Are you currently enrolled in a photo class? Are you just someone whose always got their camera with them? The Voice is always looking for pictures, and we'd love to have yours. Whether it's pictures of a speaker at an event or just those icicles melting outside your window, send it to us and we'll find room for it.

All photos should be submitted to camelphoto@gmail.com

Letters To The Editor

In response to his article, "Feminists Miss the Point: Gender and Climate Change," I applaud Andrew Irwin's awareness of the vital impact of the environment on women's daily lives around the world and his desire to link the environmental and feminist movements. However, perhaps Mr. Irwin has not been well acquainted with ecofeminism? Ecofeminism has been a philosophy and a strong part of the activist agenda of NGOs, UN conferences and the feminist movement for thirty-five years.

We should then ask if it is only the mainstream environmental movement which is just now discovering the link between the destruction of the environment and its impact on women around the world.

Indeed, care for the environment is a feminist issue, as the disproportionate poverty of women around the world as well as their social roles and status make them particularly vulnerable to

the effects of environmental abuses. It is important to recognize that those working for gender equality around the world must have concern for the environment due to its impact on women. However, it is equally necessary for the mainstream environmental movement to incorporate feminist ideals and also take responsibility for the women negatively impacted by the environment.

The point that, perhaps, the mainstream climate movement has missed is that it is not sufficient to change only the abuses of the environment, but that it is also imperative to work actively to change the economic, social and political factors which leave women more vulnerable to the effects of environmental destruction.

This article betrays a lack of adequate research about the feminist movement before critiquing it as narrowly-focused and concerned almost blindly (as it would seem from Mr. Irwin's piece) with

fair wages. This dismissive approach to feminist goals and gender equality is not in keeping with the professed concern for environmental justice for women. Disguising short-sighted understanding of the link between feminism and the environment by chiding feminists for "missing the point" does not seem to me to be an effective form of building "a more inclusive environmental movement" at Connecticut College, as Mr. Irwin might hope.

As one of many feminist activists on this campus, I invite Mr. Irwin and others interested in the ways in which gender and the environment are interconnected to do their part in joining the feminist movement at Connecticut College so we can work in coalition toward shared goals.

--Angelica Sgouros, '10

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Strongly agree or disagree with pieces in this week's issue?

Let us know what you think!

E-mail Opinion pieces or Letters to the Editor to ccvoice by Saturdays at noon to be in the next edition of The College Voice.

Corrections

In last week's Professor Profile Gabrielle Kaminsky was wrongly given credit for the photograph of Professor Michelle Dunlap. The picture was in fact taken by Christina Burrell.

In an article last week about the minor art show, the photographs were in fact not of the minor art show. They were of Professor Bailey's foundation class' work.

Happy Pesach!



Gabrielle Kaminsky

Students attending the Passover Seder in Smith dining hall.

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tains symbolic foods to help to do that. First there is karpas, a vegetable such as parsley which is dipped into salt water to represent the tears shed during slavery. Next, there is maror, usually horse radish, a bitter herb eaten to remember the bitterness of slavery. Charoset represents the mortar the Jews were forced to build with throughout Egypt, and is usually a sweet combination of apples, nuts, and wine. There is a lamb shank bone as well, in memory of the sacrifice of the Paschal lamb. Then, there is an egg, which represents both the festival sacrifice and the mourning for the destruction of the Holy Temple in Jerusa-

lem. At the Seder in Smith, a modern element was also incorporated – an orange which represents the acceptance of women rabbis.

"The asking of the four questions," traditionally done by the youngest person at the Seder, reveals the importance of eating matzah and relaxation. A rousing verse of Dayenu (translation: "it would have been enough") was sung as well as the story of the four sons to the tune of "Oh, my darling, Clementine." For children on Passover there is the hunt for the Afikomen, which is the middle matzah hidden at the beginning of the Seder for the children to find. Then, of course there are the traditional four glasses of wine.

Finally, the main portion of the Seder concludes with what some people consider the most important feature of Passover: eating the festive meal.

All in all, Wednesday's Seder was a success with the large number of participants unified through prayer and celebration of Passover. During the week, dining halls on campus will offer alternative food options for students who follow the traditional Passover law of refraining from eating chametz, or certain leavening and fermenting agents, and things made with them, such as yeast breads, certain types of cake and biscuit and certain alcoholic and non-alcoholic beverages.

Female Pleasure Workshop: Good Clean Fun for Camels



Kelsey Cohen

Many students will recall the Sex Toy and Masturbation workshop put on annually by the Feminist Majority. This past Thursday, April 9, FemMaj once again brought sex educator Megan Andelloux to campus, this time for a presentation on Female Pleasure. Held in Coffee Grounds, the event was a fundraiser for the club, and some thirty-five camels attended.

"We wanted to do something just about women this time," said Nancy Martinez, co-chair of FemMaj. Martinez and the organization's other leader, Cristina Moreno, said the group decided to put on an event that would be specifically empowering and information for and about women, who are the majority on campus.

Andalloux began with a slide-show. She discussed topics

ranging from anatomy to contraceptives, gender spectrums to sexual priorities, lubricants to creating safe spaces. "Americans," said Andelloux, showing a candy land-themed poster board of sexual steps, "are taught that sex must be 'goal-oriented.' The reality is, that can get pretty boring." Focusing on having fun rather than an obsession with male ejaculation, Andelloux advocated for sex practices that were instead 'pleasure-oriented.' Film clips included an exploration of a group of women's vulvic architecture, led by sexpert Dr. Betty Dodson, and a smattering of soft-core pornographic films for educational demonstrations. Andelloux also used a hand puppet named Veronica to demonstrate anatomical details and sold toys and products after the workshop.

Attendees, who paid a dollar each for entrance, were invited to ask questions about any area. One student, named Oscar, said that he was very glad he'd come and had learned a lot. He noted that it was too bad that more men were not in attendance. Several students were very relieved to have the knowledgeable, approachable and humorous Andelloux answer their burning queries. She runs a website, <http://oh-megan.com/>, offering her services as 'Ms. Sexuality Speaker.' Andelloux also noted that May is National Masturbation Month, and advised celebrating with 'five-finger disco' festivities.

The CC Feminist Majority club meets at 9 PM on Tuesday nights in the Women's Center.

Professor Profile: Joseph Schroeder

JAZMINE HUGHES
STAFF WRITER



Professor Joseph Schroeder is one of the few professors who can enthrall an entire lecture hall on a Friday morning. Interactive teaching methods make him a favorite among his students. Ever wonder what rodents are like on narcotics? Read on to learn about a man who knows all about, among other things, how rats react to cocaine:

VOICE: What did you do before you arrived at Connecticut College?

SCHROEDER: I got a BA from Franklin and Marshall in psychology in 1989, and then worked for a pharmaceutical company...making influenza vaccines. I started graduate school at Hahnemann University...I transferred to Thomas Jefferson University. When I transferred to Thomas Jefferson, I was already established enough and beyond the point of taking any courses, so I just did research. I received a degree in cell biology and pathology. I received my PhD in 2001, and it was on a cat model of Parkinson's disease. I did a post-doctorate for three years at Temple University in the pharmacology department, and I studied animal models of drug abuses, which is kind of what I do here at Conn. My students give rats cocaine and try to make them addicted.

VOICE: What drew you to Connecticut College?

SCHROEDER: I wanted to teach excellent students... come to a school with a good academic reputation. My father taught at a school similar to CC, and I went to a school similar to CC, so I value the liberal arts style...you teach excellent students that are motivated... it makes teaching easier and more enjoyable.

VOICE: In the five years you've been at CC, what has been your proudest moment?

SCHROEDER: I recently had a student get into one of the top veterinarian schools in the country, which was a really proud moment for me. I'm always very proud when my students present at conferences. Sometimes they come with me — I've taken students to Washington, DC and Atlanta. I'd say I'm most proud of my students' accomplishments: even when a student does well in a course. If they start out struggling and end up with a good grade, that's reflective on me and makes me proud.

VOICE: Why is behavioral neuroscience a good major

to choose? How will it help students after they graduate from Conn? What drew you to behavioral neuroscience while you were in school?

SCHROEDER: Behavioral neuroscience is... interdisciplinary, drawing from psychology, chemistry, biology, anthropology, sociology, linguistics, and philosophy. You work very hard as a neuroscience major... but it prepares you very well for medical school or graduate school...It's easy to double major, because it's interdisciplinary, and you can take classes that fulfill behavioral neuroscience and another major. Most importantly, it's interesting: you get to learn a lot of cool stuff—you get to learn with rats, and you get to inject them with drugs!

VOICE: With three young children, do you find it difficult to balance your home life with your academic work?

SCHROEDER: Yes, I do...my wife would say I work too hard, but we try to have as much family time as much as possible. We have a rule at my house that everyone has to eat dinner together. We try to take family trips on weekends, and do fun stuff together. The hardest part is for my wife and I trying to find time for each other...with our jobs and kids, it's difficult to find time together. We're working through it, and when our kids get older, and my job gets less demanding, it'll get better.

VOICE: What's it like teaching a ninety-person class at 9 AM?

SCHROEDER: ...I prefer not to teach large classes, because I like to have an interaction with my students, and in a ninety-person class you can't know everyone's name. I teach 9 AM classes on Mondays, Wednesdays, and Fridays, and Fridays can be a little tough. I realize that Thursday nights are a big deal here, and I try to take that into consideration.

Alcohol and Health Day

CONTINUED FROM PAGE 1

CC Curtiss reported that the event was extremely successful, with an attendance of at least 225 students. In this number was a mix of drinkers and non-drinkers, all with different habits and lifestyles.

Curtiss says that the information gathered from the surveys is not exactly an accurate representation of the entire campus community, as 225 students is about 13% of the college's population. She does say, however, that the information gathered will enrich the information that Health Services already has.

Curtiss spoke about doing more of these events: "I hope to do more of these programs in the future. They help non-drinkers too, as it is not just

"CC Curtiss reported that the event was extremely successful, with an attendance of at least 225 students. In this number was a mix of drinkers and non-drinkers, all with different habits and lifestyles."

about alcohol, but also about health and wellness. It is also a great opportunity to check in with first-year students."

She was grateful to those who made the event successful: "I truly appreciate the time and energy put into this event and the students that got involved. As a college community, we need to encourage a healthy lifestyle."

American Museums, Here to Stay?

CONTINUED FROM PAGE 1

studies at Connecticut College, initiated with Steiner telling of the "vital role" museums have played in American history. Steiner noted that while a discussion regarding the collapse of museums may have seemed unnecessary a year ago, given the circumstances faced at present, the discussion was now more pertinent than ever.

A year ago, the conversation would have targeted issues such as many Americans' perception that museums are pretentious and unwelcoming to anyone less than elite or well educated. Repatriation, or returning works of art to the countries they were originally crafted in, would have remained other significant topics spoken of at the event.

Yet since a great deal has occurred affecting the economy since early 2008, the conversation took on a much different tone. Carl Nold voiced his views of the current state of America's museums, opening with the affirmation that museums are not in "dire straits," as many may assume. Rather, many positive things have occurred regarding American museums if, rather than focusing on the past few months, one traces back 25 years or so.

Nold then offered some surprising statistics. For example, nearly 2/3 of Americans visit a museum every year. This statistic includes art museums, historical museums, science museums, and even historical landmarks. Furthermore, an impressive fact mentioned was that there are over 17,000

museums in the United States, while there exist are only 11,000 Starbucks.

Data from 2006 informs us that there were over 851 million adult American visits to a museum – an amount that is double the number of visits to sport events and amusement parks combined that same year. The city of Boston, even in the harsh times of 2008, saw a 1.6 percent increase

"Some unfortunate aspects Nold drew attention to included the fact that over 65 percent of museums in the United States have little to no way of rescuing damaged works... [And] as many as 190 million pieces of work are likely in need of preservation at the moment, yet will not be helped due to lack of funding and prioritization of other issues currently being faced."

in the number of visits to its museums. And even Connecticut, being the third smallest state, still has over 450 active museums.

Nold embellished on the idea that museums are a "vital aspect of education." More than ever, the American Association of Museums would like to convey that museums should no longer be seen as merely the "building atop the hill," or other grandiose perceptions. Rather, much work is being done to improve the overall quality of preservation and restoration of works across the country, as well as enhancing globalization efforts through partitioning collections around

the world.

Some unfortunate aspects Nold drew attention to included the fact that over 65 percent of museums in the United States have little to no way of rescuing damaged works, and up to 80 percent of museums do not have any specified care workers responsible for restoring artifacts. As many as 190 million pieces of work are likely in need of preservation at the moment, yet will not be helped due to lack of funding and prioritization of other issues currently being faced.

Agnes Gund, Connecticut College alum '60, after reminiscing over her own wonderful experience as a student several decades ago, spoke of what she felt to be the most important issue faced by present day museums.

First, Gund mentioned the growing number of private museums currently being built from personal donations and attributors, rather than asking money of the larger public. This could be good, in that private donors are more likely to be dedicated to the building and maintaining of museums and will actively support and sustain them. Yet, at the same time, public funding can raise awareness of museum existence, and promote higher levels of attendance and overall use.

Gund said, "We've got to cooperate more." An issue that is inhibiting the furthered success of museums has been that often they are competing over visitor attendance. Rather, it would be best to "not see each

other as competitive," and for example, have the Modern Museum of Art in New York work towards coordinating events and fundraising with New York's public libraries.

A notable decrease in the number of corporate dinners hosted at the Modern Museum of Art, for example, indicates a drop in the well-being of museums. Whereas only several years ago, as many as 10 corporate dinners were hosted each month to help promote the museum, now often only one per month will occur.

Panelist Jock Reynolds, director of the Yale University Art Gallery, offered a slightly different outlook on the status of museums. He opened by stating that life is based on having a "visual appreciation of the world." Almost anything truly done for enjoyment involves some form of art, whether viewing paintings, listening to music, or reading books.

As Reynolds works closely with Yale University students, he shared having an understanding with undergraduate students pursuing careers in the near future, empathizing with Connecticut College students attending the lecture who might be looking into museum studies based jobs.

The recent auctioning off of collections at Brandeis and Fiske Universities was discussed, and Reynolds expressed his deep concern. He mentioned that, first and foremost, it is "the institutions that support the collections, not the collections that sup-

port the institutions." Though it is understandable why Brandeis sold over 6,000 artifacts from its Rose Art Museum to withstand financial challenges, it is nonetheless a shame to see that other reparations were not implemented instead.

To this, Reynolds noted that Yale University's program has taken the initiative of sharing its own abundant art collection with colleges like Bowdoin, Dartmouth, Mount Holyoke, Smith, Williams and Oberlin to avoid museum closure and boost entrance for other schools.

Towards the closing, the panelists received questions from audience members. One woman was concerned that all three of the panelists worked for larger museums, and therefore might be giving distorted views of the current economic situation that would otherwise tremendously impact smaller museums. The recent stimulus suggesting to "lump art museums" with casinos, deeming them unnecessary and enabling the senate to endow them with less funding was questioned. And once again, the panelists shed light of the role they think graduating students will play in the world of American museums.

Perhaps Carl Nold best advised students in stating, "I went into the field of museum studies to have something new and exciting to look forward to everyday, and I tell you, I haven't been disappointed yet."

Activist of the Week: Miriam Wasser

SAMANTHA HERNDON
STAFF WRITER

Voice readers will be familiar with the dedication to many causes demonstrated by the late Elizabeth Durante, class of 2010- activism least among these. To honor her vibrant spirit, as well as the many diligent activists within Conn's staff, alumni, faculty and students, a new weekly feature will profile these advocates for change.

This week the College Voice interviewed senior Miriam Wasser. Wasser, who is from Lexington, Massachusetts, recently received the designation of Winthrop Scholar. She and twelve others were inducted into the national Phi Beta Kappa society of excellence. Winthrop Scholar status, indicating the college's highest academic honor, is based on otherworldly grade point averages and a broad liberal arts focus in studies.

Miriam Wasser has been involved in activism within, outside, and before attending Connecticut College. Groups she has been involved with as a college student include: cleft, SAVE (Students Against Violence to the Environment), and STAND (Students Take Action Now: Darfur). These clubs organize and participate in conferences and events both on and off-campus, such as bringing an Iraq Veteran Against the War to speak, participating in SDS (Students for a Democratic Society) conferences, and attending the Northeast Regional Darfur activism conference at Brown University. In high school, Wasser served as president of her school's Model United Nations club, which did a lot of fundraising and advocacy work for the genocide in Darfur.

Last winter, she published an article in the Earth First! Journal, a radical environmental media outlet, and has written



pieces in The College Voice as well.

The Government major says that her courses at Conn have expanded her understanding of the world and politics. Asked what her motivations for being involved in these movements were, Wasser replied, "getting to know upper classmen in CCLeft and SAVE. Living in Earth House also influenced me- people I was living with introduced me to the Buffalo Field Campaign." The BFC has been a major component of Wasser's activism, and she has gone to Montana on three separate occasions to work with them. Monitoring buffalo migration and documenting their abuse is part of the group's effort to end the mistreatment of the endangered Yellowstone Buffalo population.

Of working with the BFC, Wasser said, "part of what's awesome is you're there with experienced activists, so there is constant stimulation and they are a constant resource. It was really inspiring in a lot of ways."

Last year was the worst buf-

falo slaughter since the 19th century, as 1,616 buffalo were killed. Based on the accusation that buffalo can transmit a disease called brucellosis to cattle, many were slaughtered even though "There has never been a documented case of a wild buffalo giving a cow brucellosis," said Wasser. She and another BFC volunteer, Cat Simonidis, felt this was unjust and took matters upon themselves. Separate from the Campaign, the two chained themselves to the Mammoth Visitor Center in Yellowstone National Park to protest the Park's role in the slaughter. The women shut down the facility for over an hour.

"We had prepared ahead of time for the rangers to put us in stress positions, or use pepper spray, and we came up with a code word that would mean it was time to unlock- if either one of us came to that, we would stop." Miriam and Cat remained locked even after the Fire Dept. arrived, and the two unlocked only after a Park Ranger cut the webbing that held the locking device together.

Simonidis and Wasser were arrested and spent one night in jail. At their trial, both pleaded guilty to disrupting an agency operation, and received a fine, one year of unsupervised

"Asked whether she identifies with one cause in particular, or sees avenues of activism as being interconnected, Wasser replied, "I really think that all these causes are connected in a lot of ways. It has to do with injustice, inequality, power structures, mismanagement of resources..."

probation, a one year ban from entering Yellowstone National Park, and a federal misdemeanor on their records. "We didn't have the right to lawyer or a jury for our crime," said Wasser, because it was a class B misdemeanor, but friends were able to provide helpful, free legal counsel.

Though Wasser's family initially had some concerns, they are now proud of their award-winning and controversy-stirring daughter.

"We were watching this every single day, and it was so wrong, and no one knew about it," Miriam explains her decision. Wasser says this was her and Simonidis' reaction to the "feeling of needing to take it into your own hands in a non-violent way." Wasser's activism has changed courses, but the state of the buffalo is an ongoing struggle. "Wildlife has been really mismanaged in Montana and Wyoming," she says. "An important part of activism is realizing what's effective and what's not. I'm sure other activists struggle with the feeling that your one specific action, no matter how much time you put into it, isn't going to change things- that it usually takes a series of actions. The Civil Rights movement was, in part, a lot of smaller actions," she

explains.

Other buffalo activists have been charged for civil disobedience: last winter another activist erected a bipod in a buffalo trap to prevent and draw attention to the killing, writing on a large banner, "I've called, I wrote, no response. This is my response."

Asked whether she identifies with one cause in particular, or sees avenues of activism as being interconnected, Wasser replied, "I really think that all these causes are connected in a lot of ways. It has to do with injustice, inequality, power structures, mismanagement of resources -- Darfur is a human rights issue, an environmental, and a power issue. The buffalo are connected to indigenous rights of Plains Indians tribes" as well as animal and environmental rights.

Wasser's political activism lends her a unique perspective on the new administration in the White House. Replying to the question of whether things will improve quickly, she said, "I hope so. I think my less-than-optimistic expectations may have to do with studying Government, which allows me to see that changes that need to be made are beyond the power of any one person or administration. It will be interesting to see how much [things change]."

Wasser's recommendations for new and prospective student activists are to "Talk with upperclassmen activists, and get in touch with activists in the community outside Conn." Scheduling can be a challenge, as with any activity, but "you find time for it the way you find time for your other hobbies; if your friends are other activists, organizing is another way of hanging out with your friends."

You put it into your schedule because it's a priority."

Need Help Writing Papers?

The Writing Center Provides Invaluable Advice for Students

STEPHANIE SCHWARTZ
STAFF WRITER

The blinking cursor. It is a sight students know all too well, with the thin, black vertical line flashing in the left corner of an empty page a visual representation of the dreaded writer's block. We've all been there, sitting in a tiny library cubicle staring intensely at our computer screen, agonizingly waiting for the words and ideas to start flowing and finally push that stupid little line towards the right margin. The next time you find yourself in such a pickle, however, hold off throwing yourself out a third floor window. There

is hope, found tucked back in Blaustein 214. Enter the Roth Writing Center.

From the second you walk in, the Center shouts advice, telling through a huge banner on the facing wall that one should "think better." This is the Center's motto and goal.

"We put emphasis on a practice of writing as thinking," explained Steven Shoemaker, an English professor here at Connecticut College and the Center's director. "Using writing to figure out what you think about the topic, what you want to say."

Offering help with any element of the writing process, the Center is "not just a copy

editing service," according to Shoemaker. Students come armed with two copies of whatever they have, be it a draft, an outline, or just some scribbled ideas, and sit down at the seminar-style oval table with one of the Center's trained tutors for an hour-long session. These workshops focus on whatever the student feels he needs help on and any separate issues that the tutor might notice. The professor provides an example.

"Often you have something in your head that you think you've gotten down on paper, but it's hard to see the gaps. The tutors [can help as they] can mirror back what they as

readers are seeing."

The Center currently staffs twenty-seven student tutors, recommended by professors and specially trained through Conn's ENG 300 course on teaching writing, which is led by Professor Shoemaker himself. The tutors come from a variety of majors, with English understandably the most common, but all have strong writing skills.

While appointments are preferred, the Center does take walk-ins if tutors are available. Right now, there is still capacity for the Center to fill more sessions, with tutors working more hours than there are tutees. However, while he

would not object to expanding, Shoemaker is content with the number of students currently being served.

"We did 462 tutoring sessions last [Fall 2008] semester, more than have been done in recent memory," he commented. "The norm is usually around 300."

The Roth Writing Center is open Monday through Friday during the day, with evening hours scheduled in Main Street, of the Plex and various dorm common rooms. Anyone interested in making an appointment can call the center at (860) 439-2173 or go to write.conncoll.edu for more information.

Memories of Winter

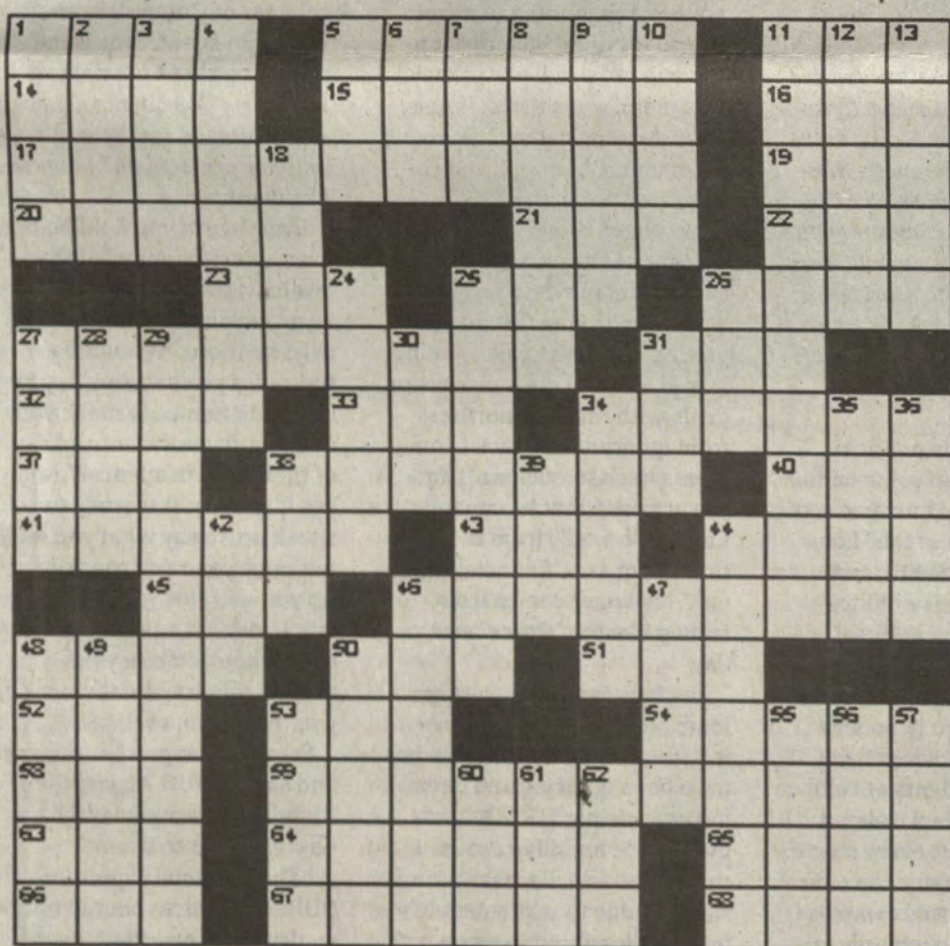


Swans crossed the green after a heavy snowfall early last March.

BODIES OF WATER

Puzzle by Frank A. Longo
Edited by Will Shortz

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ACROSS

1. ___ Sea (waters off Singaraja, Indonesia)
5. Gulf of ___ (waters south of Anchorage)
11. Eat dinner
14. Forget to mention
15. Name seen at a cosmetics counter
16. Mao ___-tung
17. River flowing south from Minnesota to the Gulf of Mexico
19. French for "lake"
20. Letters after alphas
21. Egyptian boy-king
22. In the past
23. It's pumped into a car
25. University near Harvard, for short
26. Has unpaid bills

27. Ocean comprising the southernmost parts of the
38. Across, Atlantic and Indian
31. Do damage to
32. Acuff and Clark of country music
33. Jogged
34. Texas city on the Rio Grande
37. Neither here ___ there
38. World's largest ocean
40. Country west of the South China Sea, for short
41. Freeway entrance lane: Hyph.
43. Dad's partner
44. Prefix meaning "eight"
45. That fellow's
46. Sea bounded by Central America, the West Indies and South America

48. Produced offspring
50. Senator, for example
51. "Mazel ___!" (Jewish "Congratulations!")
52. Old horror flick star Chaney
53. Eminem's "The Way ___": 2 wds.
54. ___ Sea (arm of the Indian Ocean off northwestern Australia)
58. "Just ___ suspected!": 2 wds.
59. River flowing through New York, Pennsylvania and Maryland, to Chesapeake Bay
63. U.S. spy org.
64. River that divides Nebraska
65. Tick-___
66. Barbie's boyfriend
67. Chinese revolutionary leader Sun ___; Hyph.
68. Fencing sword

18. River from Austria through Germany to the Danube
24. Fragment, as of paper
25. Least possible
26. Rowboat propeller
27. River flowing west from central Italy to the Ligurian Sea
28. Twelve o'clock
29. Sea bounded by western Italy, Corsica, Sardinia and Sicily
30. Tic-___-toe
31. Apple computer
34. Restrict
35. Computer input
36. Gulf of ___ (northwest arm of the Arabian Sea)
38. Evening hours: Abbr.
39. In support of
42. Help
44. Make unnecessary
46. Man-made device that's sent into orbit around the earth, for short
47. The best of ___ worlds
48. ___ Sea (waters between Europe and Asia)
49. Talk show host O'Donnell
50. Cole or Abdul of pop music
53. 1960's espionage series starring Robert Culp and Bill Cosby: 2 wds.
55. Letters after L
56. Formerly
57. Leaf-gathering tool
60. There are four in a gallon: Abbr.
61. Sport-___ (off-road vehicle)
62. Ending for Hallow

DOWN

1. Explosive device
2. French girlfriend
3. Letterman's Top Ten ___
4. "Jumpin' Jack Flash, ___!" (Rolling Stones song lyric): 3 wds.
5. Pacino and Gore
6. ___ Angeles (city east of San Pedro Bay)
7. White House press secretary Fleischer
8. ___ tank (part of a sewage system)
9. Ruined, in slang
10. Came to rest
11. ___ Seaway (series of channels, locks and canals between Montreal and Lake Ontario): 2 wds.
12. Grammar teacher's concern
13. River from New Mexico through Texas to the Rio Grande

OPINIONS

April 15, 2009 | Opinions Editor: Lilah Raptopoulos

Stop Avoiding, Start Talking. Class at Conn College

HAYLEY BENTLEY
CONTRIBUTOR

As I am nearly a month away from receiving my golden ticket to the middle-class, and as "Lobster Gate" has spread throughout campus, I've been thinking a lot about class at Connecticut College.

At an upper middle-class institution, this is a sensitive subject. Sure, we know that roughly forty percent of students are on some form of financial aid, Conn is an extremely expensive school, and some students have money and some do not. We know these basic facts, but we do not talk about them. We can talk about hooking up, drinking, cancer, sexuality, the environment, vaginas, politics and humans versus zombies, but the instant we talk about class, the conversation dies. =

So why, on a campus full of opinionated, outspoken, intelligent students is it so hard to talk about money? Maybe class and money is just too personal, too awkward, too uncomfortable. Maybe we're afraid of offending our friends. Or

maybe it's not an issue – once we got to Conn, we all become equal.

Whatever the reason, by not talking about or acknowledging class, we're ignoring a substantial minority of students on our campus; valued students that contribute tremendously to our community. On a school that celebrates diversity, we cannot ignore nearly forty percent of our student body.

So its time we start talking about it. Being a financial aid receiving, or working-class or lower-middle-class or low-income or whatever-you-want-to-call-it student isn't easy

It isn't easy to work through school, to understand financial aid, or to accumulate a significant amount of debt. It isn't easy to realize that you no longer identify with your friends at home, yet you're not like everyone at school either. It isn't easy to leave your

working-class identity behind.

This is not to condemn my wealthy classmates or victimize the working-class; we merely have had different experiences that deserve discussion and support.

I am not advocating some radical change in our microcosm of society; rather I am advocating the beginning of a dialogue. Instead of feeling uncomfortable about the fact that I spend my summers waiting tables, ask me about my experiences. Ask how much you should be tipping, ask what me about my worst customers, ask me about my best customers, and ask me about my crazy toothless, mail-order-bride cook. And, instead of being uncomfortable about the fact that you or your classmates spent last summer taking a trans-Siberian train, ask them about that experience. Ask why they would ever want to do that, ask about the crazy stories; ask

if they'd ever do it again. We can't be embarrassed about having money or not having money.

It takes more than talking, however; addressing class also means support. Conn has amazing resources like Unity House, ALANA mentors, the LGBTQ center, and the Women's Center, places that give tremendous

support to so many members of our community. What about support for the financial aid kids? A Financial Aid Fellow, someone to guide students through the process, is a great start. I would have greatly benefited from that resource; however, that's not enough. Being from a different socioeconomic status than the majority of campus is more than just filling out paperwork. I needed support, to feel like I wasn't alone in a sea of \$40,000 cars and Chanel purses. While I was lucky enough to find friends for this support, it is not an easy task with such an invisible minority; we don't wear our parents' annual income across our chests. Ultimately, there is no question that issues of race, gender, and sexuality are important on campus and throughout society, but so is class. So, as a campus, we need to talk about it, deal with it, and support each other.

I am not advocating some radical change in our microcosm of society; rather I am advocating the beginning of a dialogue. We can't be embarrassed about having money or not having money.

Dear Unconscious White Folk,

BLACK ANGER ON THIS CAMPUS IS NOT CAUSED BY A GROUP OF FOUR white MEN EATING A LOBSTER DINNER. I understand that you want to reduce and make our anger illegitimate. Doing so enables you to minimize the MARGINALIZED experience.

I understand that your world is getting loud. That you can't think, that you feel insulted, assaulted, and hated because we, Marginalized people, are refusing to be silenced.

It's about time. Everyday, we, Marginalized folks, feel isolated, insulted, invisible, assaulted, and hated because of our skin and/or ethnicity.

And understand this: YOU have shaped discourse on this campus. *The College Voice* heard YOUR views last week. YOU said and continue to say that our anger is caused by our misunderstanding of an April Fools joke. YOU say this, not US.

How could you know what this is about when you're so quick to want to silence US?

But before I go on. I need to set some ground rules.

I want to challenge you to do what appears to be the impossible: to forget about yourself and the putative injustice against your white skin and all white people and what you see (rightly so) as opposition to your privilege and the exposure of your power for just long enough to hear, listen to, toss around, and finally understand deeply what I have here to say.

First: The only people who can callously state, "You can't inject race into everything," are those privileged enough who feel they do not have a race – white folk.

Second: Your very resistance and refusal to understand, to see the world through my eyes, to be compassionate – not tolerant – creates this very world where my color and ethnicity matters.

Third: Do not assume that because you yourself do not act on your prejudice, and because you yourself are not racist, and because you

yourself are race conscious that that gives you the right to negate my experience. Furthermore, while this is all about you, this is not about YOU.

Fourth: You may not see it but this affects you too.

Fifth: You want to create discourse in a vacuum; you want to pretend that we live in an ahistorical and apolitical world. But we do not. Period.

Sixth: You just "don't just don't get it." You can't imagine what it feels like. You DON'T WANT TO GET IT. YOU DON'T WANT TO FEEL IT. Your mind is locked up and you refuse to access the keys.

Educate yourself. I have read a definition of Ignorance that you should consider: "Ignorance is not an absence of knowledge but an opposition to knowledge." In other words, read a book. Do not make pretend that you are "unconscious" or unaware of how others might feel. Learn to claim responsibility for the affects of our actions regardless of your intentions.

Seventh: I do not want to be like you. I do not want to assimilate. I want to be able to "claim power from the margins." Please do not tell me that upon seeing me all that you only see a human being. I want you to see a black human being. And please don't patronize me and tell me that you feel bad for me UNLESS you refuse to do something about your feelings. For starters, search your soul, reflect on your privilege and racism, and more importantly, be willing to yield some of your power and privilege. Be willing to stand up for me.

Eighth: Do not dilute the issue. In this case, this is about race, ethnicity and class. Do not, out of ignorance and/or a weak intellectual and/or physical inability to deal with these realities, inject gender, religion or sexual preferences into this discussion. It won't work.

Sincerely,
Welbith

Let the Campus Get Loud

YALIDY MATOS
CONTRIBUTOR

"Those of us who stand outside the circle of this society...those of us who have been forged in the crucibles of difference – those of us who are poor, who are lesbians, who are Black, who are older – know that survival is not an academic skill...[survival is] learning how to take our differences and make them strengths"
~Audre Lorde

The personal is political. Those students of color on this campus who feel hurt because of the aftermath of the "Lobster Incident" need to know that there anger is not illegitimate – it is highly political.

Let me explain something: the feelings that surfaced after the incident were in no way caused by the incident itself. Many of the students of color on this campus feel isolated, invisible and hurt every single day. I have felt angry since the day I walked on this campus. I have been and constantly am ignored and/or shunned by white people here at Conn. It is, as if I do not exist most of the time. It takes great strength for me to get up every morning and face a world that was made for white people. And Conn serves as a microcosm of that world. Nevertheless, students of color (and those on the margins of society) have to survive.

Anger has been my mechanism for survival. For almost four years I have been angry at the world, at white people, at Connecticut College. "Women

responding to racism means women responding to anger; the anger of exclusion, of unquestioned privilege, of racial distortions, of silence, ill-use, stereotyping, defensiveness, misnaming, betrayal, and co-optation."

My anger comes from having to walk on the grass so that I can get out of white peoples' way; from saying "hi" and not getting a response; from being stared at when class discussion deals with racial minorities; from ignorant and racist comments in class, such as "I am so surprised that he can talk English so well"; from being thought of as a "financial aid girl." My anger comes from feeling like the "Other" every day.

Yes, this campus is getting loud, but that's okay because it is about time that those who have been ignoring and deeming us invisible LISTEN. And I will say it harshly because I refuse to be docile, passive and silenced due to white people's insecurities about their own race and racist past. Anger is not a bad thing if used correctly. Anger that leads to action "in the service of our vision and our future is a liberating and strengthening" anger.

Anger is the root of my energy. I stopped being angry AT white people, and started to use my anger as a course of action. I stopped walking on the grass when I see white students walking toward me. I stopped holding my tongue in class when someone says something offensive, racist, classist or sexist. Because

the worst thing a person of color, or any outsider can do is remain silent. This is me not being silent or silenced anymore: "My silences [have] not protected me. Your silence will not protect you." Silence is like death.

Every word you hold on to, every piece of knowledge you swallow, slowly starts to eat away at your insides until you exist no more. "What are the tyrannies you swallow day by day and attempt to make your own, until you sicken and die of them, still in silence?" And yes it is scary. It is scary to speak up, to say what you feel, but once you start speaking up you will slowly become a whole person again, because every time you bite your tongue, you fragment yourself, you "choke yourself".

So, say what you have to say and say it LOUD. Maybe then "they" will hear you and have no choice but to listen.

The personal is political. OUR experiences should not be made fun of, or called illegitimate. We, I, have all the right to be angry, and you, white people, need to understand where that anger is coming from and be an ally.

The excuse "I don't have a race" is no longer acceptable. You can no longer "observe" and have no responsibility in the race discourse that goes on, or doesn't go on, on this campus. WE refuse to live as minorities, we want to be understood, respected, and felt as equal peoples who will no longer stand on the margins. Get used to it.



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LAST CHANCE DEADLINE:

SATURDAY AT NOON.

WANT TO GET INVOLVED WITH THE VOICE?

ATTEND A WEEKLY STAFF MEETING
MONDAYS AT 10 PM, CRO 215

WE ENCOURAGE ALL POINTS OF VIEW

It's Not About Lobster...

KHANA RILEY
CONTRIBUTOR

Disclaimer: I do not want to continue discussing the April Fool's joke. However, in order for events like Be(ing) and other initiatives to be openly received, the community must understand the event's underlying issues. It is time to realize this is not about lobster.

Try this one on for size. Imagine "belonging" to a campus where the majority of the student body has a range of different views from your own. It is very disheartening and extremely discouraging to continually strive to be myself in an environment that is = the polar opposite of where I was raised. The views that pervade the minds of the students at Connecticut College are ones of privilege and elitism, though this may be hard for those who are privileged to admit.

There is clearly a distinct and immediate divide permeating our campus. Although I am sure it is not the intent of those individuals representing such privilege to flaunt their wealth, it is still a very visible and discouraging aspect for economically less fortunate students who attend this college. Don't get me wrong, I realize that I, too, contain privilege in a variety of aspects, but it's

what I choose to do with it that makes the difference.

As I was reflecting on this so called prank, I became frustrated because I couldn't articulate how I felt towards the joke. It was in talking to a friend of mine, a white student, that I realized the negative nature in what was supposed to be a "funny" joke.

When someone tells a joke it's implied that only one side is aware of the joke and the answer. The whole purpose of putting on the joke is for the "other" to feel that they are missing the joke and that there's something that isn't understood. Then when the recipient of the joke continues to be made fun of because of their "ignorance", the joke becomes offensive.

Couple those thoughts with my personal experience in feeling as an outsider, which is predominately due to my socio-economic status. Conjoin those thoughts with again my experience of constantly feeling as though I have to conceal and get over and dumb down, the sharp and "unintentional" little attacks that I go through daily while being not only a person of color, but more so a student of color on this predominately white campus.

Whether people want to admit it or not, there are small

actions exhibited by white students that add on to the big actions exhibited by all of society. These microaggressions, whether they manifest in conversations, non-verbal communication, formal or informal interactions, provide

Don't get me wrong, I realize that I, too, contain privilege in a variety of aspects, but it's what I choose to do with it that makes the difference.

a constant reminder of inferiority and difference.

At the SGA meeting, I gave a personal example of how something as simple as walking on the sidewalk emits those messages. While walking on the sidewalk, I feel that the polite thing to do is to move out of people's way. The interesting part about it is, I'm the only one being polite. Some move out of my way, but I'm the main one moving and maneuvering through and around people as a courtesy. One day, I had to think to myself, "Why is it that I'm the one that has to move out of people's way?" Then the reality goes further, with this institution being 74 percent white, why do I have to move out of white people's

way, again contributing to the small "unintentional" attacks that I receive. I decided that one day I was not going to inconvenience myself in order to make anyone else comfortable. I decided to continue straight on the sidewalk and not move.

I can't tell you how many people bumped into me, knocked me over, and hit me, because they weren't intending to move.

I still don't understand: why not? Why is it that some students, feel entitled while I have to accommodate? It's unfortunate that the example I just gave is only one way in which I receive a negative message, and after a while, after four years at this institution, after twelve years at predominately white private school, ENOUGH IS ENOUGH!

I have decided to not hold it in any longer. I was silencing myself in fear of being accused of "pulling the race card" or being called an angry black woman who's overreacting, which I've been accused of as of late. I don't care anymore, because I realize that holding it in wasn't benefiting me emotionally. As a way to repair and reaffirm myself, I connected with many other students who too had similar experiences. It became clear that there needed to

be a movement to galvanize these students. These students needed to be empowered and further convinced of their worth, as did I. We weren't doing it for the campus, because the campus had honestly done enough.

These following efforts would be taken first and foremost to solidify everyone's personal identity, then to create an open dialogue about ways our college community can be improved so that students, whatever their unique experience can feel acknowledged, validated, and seen as a great contribution to this community. As times goes on, it is with the constant challenging of our ideals that growth can occur. Without growth, in a number of aspects, we will remain in the same stalled state in which we entered Connecticut College. We all, myself included, shouldn't turn from learning and engaging in discussions that serve to enlighten and foster our intellectual growth. We must as, a campus community, take the initiative to lower our defenses and our preconceived notions, in order to gain more of an understanding of the students that make up Connecticut College.

LEIDY VALENCIA
CONTRIBUTOR

As this issue of *The College Voice* goes to press, the three-day event entitled Be (ing) will be underway with hopes of uniting our campus, creating awareness and understanding differing perspectives. This event is not in response to the "April Fools Joke" (I too am tired of talking about that incident) but instead it is in response to the reactions that came after April 1. The majority of the campus community disregarded the group of offended students by calling their response an "overreaction."

This immediate retort fueled even more frustrations. These students felt disempowered to speak openly because their friends, faculty, and campus employers questioned the validity of their feelings.

Students began to gather in dorm rooms to share stories of how they have felt marginalized before and after the incident. Dean Jocelyn Briddell, Dean of Student Life, and Dean Elizabeth Garcia, Dean of Multicultural Affairs, provided an opportunity on Tuesday night for those students to share their experiences in a supportive forum.

About forty students attended the meeting and for two and a half hours, students shared painful stories of how they have felt marginalized.

Be (ing) is an opportunity for

the entire campus community to come together to support ALL students, faculty and staff who have ever felt marginalized. Instead of internalizing these experiences, which almost caused a College meltdown, it is the hope that Be (ing) will provide the opportunity for the campus community to support differing perspectives and claim self identity in order to embrace individual experiences. One individual's life experience differs from the next, but as human beings compassion should allow us to feel for others.

Be (ing) is a three step process. On the first day, Monday, "I

AM..."Comm-unity Day, t-shirts will be worn to express and claim self-identity. This is the first step of actively being and accepting differences. "I love CC" will be proudly displayed on the back the "I AM..." t-shirts as a sign that the College unifies us as a community.

Tuesday, the second day and second step, is the day of silence. All those who have ever felt marginalized will reflect in complete silence on this day as a method of empowerment.

As a community, it is also important to appreciate the significant role of those who feel marginalized. It is only when

people feel comfortable sharing their experiences with others that people can understand how individual identities affect individual experiences and vice versa.

On the third day, Wednesday, silence will be broken at 8:30 AM at the Sundial through percussion music, singing, dancing, and by uniting at one of the highest points of our campus. This moment will allow the releasing of internalized frustrations. As an example, remember how members of our campus community rushed to Tempel green the night the 44th President of the United States was elected on

November 4, 2008? Those who participated screamed, chanted, hugged each other and united. It is that excitement and release that has and hopefully will again allow our campus community to come together.

Once the silence is broken, there will be morning debriefing sessions so that those who participated in the day of silence can express their experience of being in complete silence. At 4:15 PM, a campus-wide debriefing will take place to begin the sharing process, as the third step. Listening and sharing are key components of this debriefing.

The concept of leaving the passive *be* and reclaiming the active *being* has been adapted from the poet Audre Lorde's *Sister Outsider* published in 1984.

On the third day of Be (ing) at 7 PM in the Chu room, the author Leslea Newman will give a public reading of poems and stories which also explore self identity and the right to validate our own individual experiences.

As a closing to the three-day event, it is the hope that the campus community will continue to learn about individual identities and embracing differences. This is not the final step, however, continuous conscious dialogue and further institutional procedures should be adopted to guide community-led efforts for understanding differences.

Be (ing)



Over 2000 blue ribbons await placement into mailboxes, to be worn on Monday, April 13 to support all who feel marginalized (Photo by Khana Riley).

BE (ING) SCHEDULE:

TO EMBRACE AND REAFFIRM INDIVIDUAL AND COLLECTIVE IDENTITIES VALUABLE TO OUR CAMPUS COMMUNITY

Sunday, April 12

4:30-6 PM "I AM..." T-shirt making (Cro's nest)
Come join and make your "I AM..." t-shirts, please bring a white shirt to design. Some shirts will be available so come early!

Monday, April 13

"I AM...Comm-unity" Day (all day event)
Campus Community will wear I AM t-shirts and blue ribbons (check your mailboxes) to support the voices of the those who feel marginalized in this community. The I AM t-shirts are an expression of acknowledging individual identity. The back of all t-shirts will say "I love CC" and the front of the t-shirt will be used for those participating to self identify. PLEASE WEAR YOUR CC BLUE RIBBONS ON THIS DAY!

4:30-5:30 PM SGA Presidential Hour (President's House, 772 Williams Street) Meet with President Higdon in an informal setting to communicate any concerns or suggestions you may have about the College.

5:30-7 PM Meet in front of Harris (Opatrny Plaza) for collective Dinner in Harris Dining Hall for participants.

Tuesday, April 14 (all day event) Day of Silence

Those who may feel marginalized will participate in complete silence on this day as a method of empowerment and reflection as individuals. The purpose of the day of silence is for the College community to understand the significant role of those who feel marginalized. The participating community members should wear dark or black clothing as a sign that you are reflecting in the day of silence. PLEASE WEAR YOUR CC BLUE RIBBONS ON THIS DAY!

Wednesday, April 15

"Breathe, Stretch, Shake and Let it Go"

8:30 AM Location: Sundial - Silence will be broken at the sundial by releasing the feelings that have been internalizing for those who feel marginalized.

9:00 AM Session I of debriefing for those who participated in the day of silence (1973 Room, Harris Refectory)

11:50 AM Session II of debriefing for those who participated in the day of silence (1973 Room, Harris Refectory)

4:15 PM Session III Campuswide Debriefing (1973 Room, Harris Refectory)

7-8:30 PM Pubic Reading by Leslea Newman (Charles Chu Asian Art Reading Room - Shain Library), author of over 50 books, including "Heather Has Two Mommies", "A Letter to Harvey Milk", and "Writing from the Heart," will give a public reading.

Water: a Serious Issue

KRISTIANE HUBER
CONTRIBUTOR

"It's not an infrastructure problem, it's a thinking problem," said Peter Gleick, of the Pacific Institute, in his keynote address, "Water: New Thinking for the 21st Century". Gleick was the first of fourteen speakers who traveled to Connecticut College for the "Water Scarcity and Conflict" hosted by the Goodwin-Niering Center for Conservation Biology and Environmental Studies on April 3 and 4. Environmental professionals traveled from all over New England to attend this event.

The conference was divided into three sessions: "Definition of the Problem" on Friday, "Responses to Scarcity: Science, Activism and Policy" on Saturday morning, and "Prospects for Conflict, Resolution and Cooperation" on Saturday afternoon. Speakers ranged from hydrologists to politicians and engineers to professors. The talks presented local, state, national and international perspectives on water management.

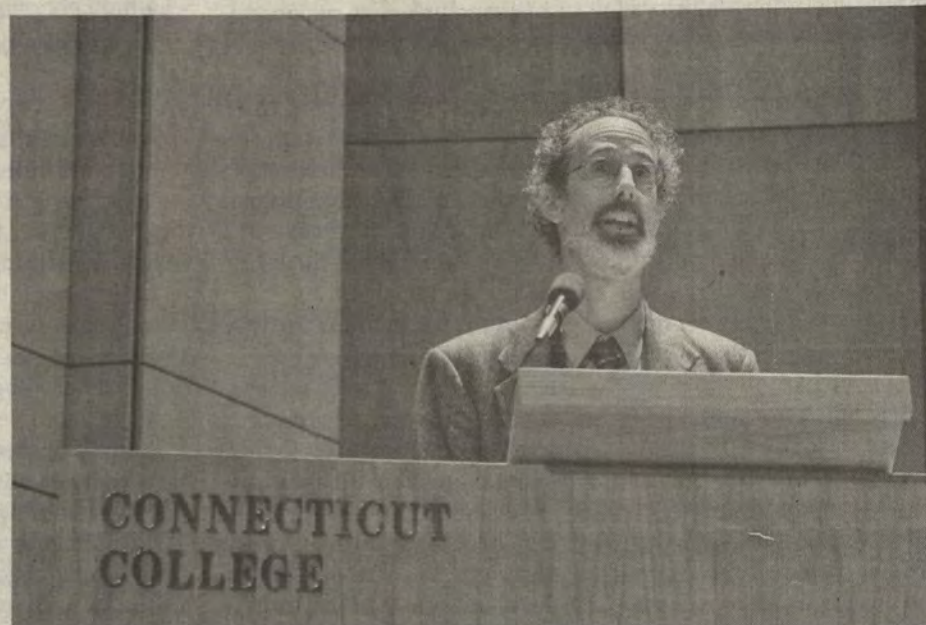
All of the conference speakers agreed that water scarcity is a reality, whether one lives in a desert, the Global South, or New England. Amy Vickers explained that water conservation was essential in the second keynote address on Friday evening. She recommended a number of reforms to the current system of management, including upgrades to water infrastructure to reduce leakage and prioritizing water use for agriculture and drinking (instead of snow-making and lawn-watering).

A number of speakers discussed water scarcity as an international issue. Gleick explained that in the same way our globe has hit peak oil, it has also reached peak water. As the world population grows, food demand increases, and climate change progresses, the international community is facing a massive challenge. Kaggere Lokesh warned that by 2025 India is likely to be "water starved" in his talk about water management in India. Aaron Salzberg, the special coordinator of water in the U.S. Department of State went into great detail about water scarcity's impact on the global population. He reported that 800 million people lack access to a protected water source, while 2 billion people lack access to sanitation. He asserted that water related illness is probably the number one cause of death in children under the age of five worldwide.

The final speaker was Deborah Lapidus, a national organizer for Corporate Accountability International, which launched the "Think Outside the Bottle" campaign. Lapidus warned that consumers should not fall prey to the attitude that water is a

luxury to be purchased by those who can afford it, but rather that water is a human right. She explained that the manufacturing and shipment of bottles themselves is energy and water intensive, and up to 40% of bottled water is actually tap water. She urged the audience to drink water from the tap instead of the bottle in order to conserve water, save money and reduce personal carbon footprints.

Though there was a general sense of optimism at the conference, the speakers warned that water shortages could become water crises in decades and required cooperation from the individual to the global level. Despite the severity of the problem, they expressed confidence that as awareness of the issue grows, private water consumption and public water policy will be reformed to address the challenges of the 21st century.



Keynote Speaker Peter Gleick, co-founder and President of the Pacific Institute in Oakland, California, began the conference with an address entitled *Water: New Thinking for the 21st Century*.

Contributed by Glenn Dreyer

In Israel, the Right is Wrong

NAYAN POKHREL
CONTRIBUTOR

The results of the recent Israeli general election have confirmed a significant shift of the polity to the right. The comeback into the political forefront of hardliner premier Benjamin Netanyahu and an incredible rise to prominence of ultra-radical Avigdor Lieberman force us to look into the whole Arab-Israeli conflict in a completely different light. A coalition led by a man who has, throughout his political life, unequivocally opposed the idea of a two-state solution and favored the expansion of settlements in the occupied territories, and a foreign minister who has crossed many racist boundaries to demand loyalty signatures from Arab minority is almost certain to make Obama administration uneasy at best and hopeless at worst.

Whether the Obama administration is actually prepared to play a more proactive role in the conflict remains to be seen. The urgency of the economic meltdown and escalation of war in Afghanistan will definitely push the issue of Mideast peace further down Obama's priority list. But Obama will have understood

better than anyone that the lack of resolve in Arab-Israeli conflict is increasingly detrimental to both Israeli security and regional stability. Obama would therefore have wanted to avoid another hawkish Israeli government.

The early statements from both Prime Minister Netanyahu and foreign minister Lieberman indicate their lack of interest in Obama's (unclear) remarks about two-state solution being the focus of every peace effort the US will be involved in. If these early remarks are indicative of what is to come, the new Israeli government is quite clearly obsessed with preventing Iran's alleged nuclear enrichment program. At a time when Obama is making special efforts (and actually making some inroads into the US-Iranian deadlock) to engage in robust diplomacy, this Israeli obsession and confrontational approach is extremely problematic.

Israel's most recent war on Gaza was futile at best. Not only did Israel not come out of it "victorious," it further tarnished its growing unpopularity beyond the Arab world and Europe into America. So much so that the Israeli government



had to form a committee to work in improving Israel's post-war image. And then came the general elections, the results of which showed major divisions and a continuity in the rightward shift as has been the trend for most of last two decades. While the Likud-led coalition does not have a clear mandate, people like Netanyahu and Lieberman will insist that the mandate is definitely not for compromise with and concession to the Palestinians.

It is almost inevitable that wars radicalize the national polity. The longer the conflict lingers, the greater the radicalization on either side. It is no coincidence that there is an Israeli parallel in the rise of people like Lieberman with the rise of Hamas in Gaza. And in the larger context of the

Prime minister Benjamin Netanyahu (right) and Foreign minister Avigdor Lieberman (left) are bad for Obama.

conflict, Lieberman-led right wing front is as much of an obstacle to peace as Hamas. Netanyahu emerging as the Prime Minister and Lieberman holding the portfolio of foreign ministry are therefore the international community and Barack Obama's worst fears coming true.

That Israel faces immense hostility from neighbors and has genuine existential concerns is well-established. This, however, does not make a case for the use of military might to secure its rightful place. If recent history is of any value, what Israel needs is to do is look for serious alternatives beyond trying to defeat Hamas

and its other enemies by force. Israel's rejection to internationalize the conflict has not worked and does not seem to make Israel any safer.

There is still an overwhelming consensus not only in the international community but within Israel and Palestine of what the end solutions should or will look like – division of land based on 1967 border; a compromise on Jerusalem and adjustments of refugees. But with every year passing without any meaningful achievement, the possibilities look more and more elusive. With the look of the new Israeli cabinet, it is quite difficult to be hopeful. A lot will depend whether or not Obama can stand and convince Israel that the hawkish right is wrong.

SAVE THE DATE:
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Saturday, April 18

Evans Hall

3.30 - \$3
7.30 - \$4

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ARTS&ENTERTAINMENT

April 15, 2009 | A + E Editor: Racine Oxtoby

A Visit From George Costanza

Jason Alexander and son Gabe visit Connecticut College

NORA SWENSON
CONTRIBUTOR

"I was in the pool!"
 "These pretzels are making me thirsty!"
 "You can stuff your sorrys in a sack, mister!"
 "This was supposed to be the summer of George!"

Though it may not have been a summer of George, for two of Connecticut College's acting classes and any declared acting majors and minors, it was a delightful afternoon – as Jason Alexander, beloved Seinfeld star, hosted his own acting class. Alexander's son, Gabe Alexander, visited Connecticut College on Thursday, April 9, in his own college search as he attended a few classes of his own, including Nancy Hoffman's "The Art of Theater."

Over the course of the two hours in which Jason Alexander graciously offered to host his own acting seminar, Alexander covered a lot of ground. Quite literally, for that matter, often taking to the stage in Tansill Theater to physically assist students acting out monologues that could be analyzed and evaluated.

Having the opportunity to sit in on the class was a prestigious feat in itself, with only 50 or so students' names on the list being allowed to attend. He entered the open theater where students and theatre professors were sitting, anxiously awaiting his arrival. Whereas being amongst celebrities can often instill fear and hesitation, around Jason Alexander, it was a more relaxed mood as the participants came to realize just how down-to-Earth he truly is.

Donning a casual button down shirt with rolled sleeves, jeans, and a pair of athletic shoes to no doubt aid in the quick movements he would engage in later on, Alexander appeared to be what any typical middle-aged college touring dad would. However, it was soon after he started speaking that the true impressiveness of his skill and career as an actor started to emerge.

Peering into the audience, Alexander smiled his welcome grin while being introduced to

his "class" for the afternoon. He started speaking of his own history as an actor – one who did not act until he went to college at Boston University, and left one year early due to acting opportunities in New York City. From then on, it was a combination of hard work and luck getting jobs and landing roles that ultimately gave him the celebrity status he holds today.

Alexander, in mentioning the numerous directing teachers he had gone through over the course of his career, stressed that it was up to him to find the one teacher that would most help him achieve his personal goals. Meeting Larry Moss, now owner of The Larry Moss Studio in Los Angeles, CA, is what allowed Alexander to gain the most from his instruction, and therefore encouraged the students seated in the audience not to be afraid to do the same.

He continued his initial twenty or so minute lecture by stating that, no matter what job or task in acting he takes on, there are always 4 steps he uses to help him overcome a script and the obstacles faced in performing the piece.

"Step one," he said abruptly and with a strong delivery: "Who am I talking to?"

This seemingly simple question all actors should ask themselves can make all the difference, but it is an underlying question that will enable one to discover their "instrument": their inner being, and what "allows us to respond to circumstances that enable us to 'graciously lie' to our audiences."

"What is acting but a 'giganatically fabulous lie?'" Alexander later questioned. Targeting this aspect of acting is also known as finding your "Substitution."

"Step two: What do I want them to do?" he asked, his characteristically "George Costanza" New York accent underlying his words. According to him, actors often make the mistake of being "redundant to the playwright." Rather, the actor's job is the subtext, and the job is to bring that out through their interpretation.

Alexander ensured that understanding this concept of getting scene partners, whether imaginary or real, to do something is a skill that has required he himself to reevaluate his role as an actor many times over the course of his career. This difficult task is known as determining your "Objective."

Differing only slightly from step two, step three is, "What do I do to make *them* do that?" In order to answer this question, the actor must analyze their objectives and respond with verbs – "actions and reactions, not adjectives." To defy. To console. To surprise. To humor. All of these action verbs, when acutely correlated to one's script, will help to keep an actor centered and focused on just what their intent is throughout their performance.

Finally, step four: "What is the way of getting what I want?" Alexander clarified that when one is acting, there is a reason behind their acting.

"We don't say things for no reason in our scenes. There has got to be a reason why you say all this stuff." Knowing exactly what your character wishes to obtain by the end of the monologue, scene or show is what will ultimately help to drive your performance, making it more realistic and true to life.

Having explained these four steps, Alexander then asked for the three brave and daring students who had prepared to perform monologues for the event to come up on stage. These students were Monica Raymont, Kyle Yager, and Jeff Church.

Monica took the stage first with a piece by Judith Thompson entitled Pink, acting out a monologue as a 10 year old girl speaking to her deceased black nurse. Raymont's first run through was fantastic, especially for having been egged on by her audience peers to take her place at the highest point on the "work-in-progress" Tansill stage.

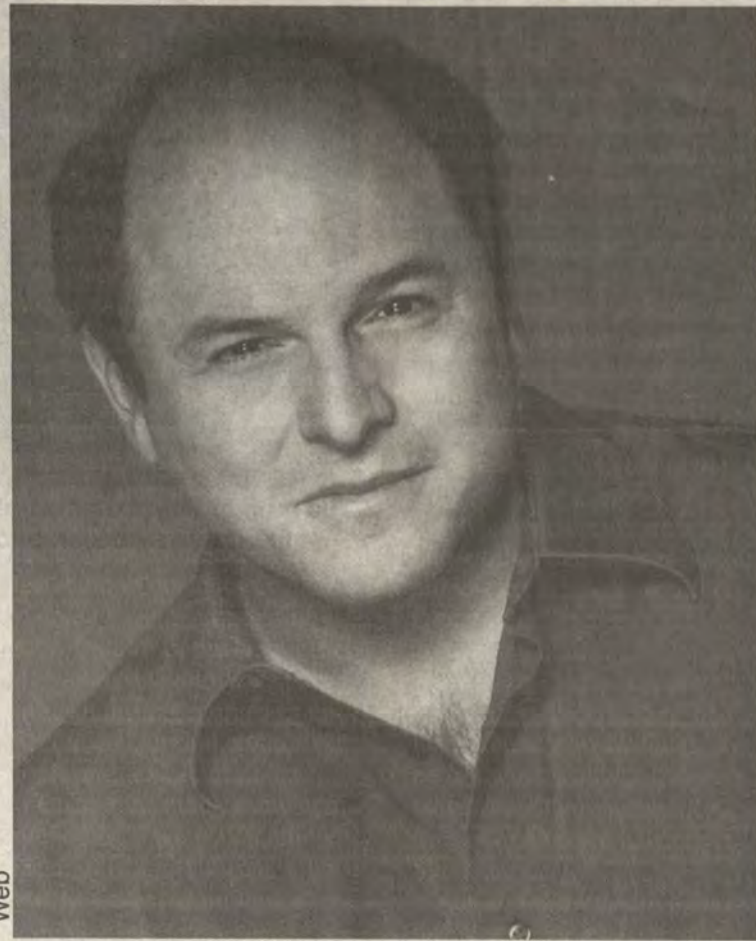
After finishing, Alexander smiled and nodded his head. "Good, good. I see before me a lovely, intelligent actress." But his voice hinted at room for improvement. He immediately set to work, personally guiding Raymont through each of his four steps, helping her to truly visualize her scene, giving motive to every line.

From what was perhaps a three- to four-minute monologue, Alexander's intense step process only managed to enhance twenty-seconds. Yet those twenty refined seconds of Raymont's monologue found new meaning, as genuine tears and emotion came over her by the end.

Kyle Yager was up next, with a monologue from Yasmina Reza's *Art*, a comedic play featuring a character struggling to accept that one of his best friends could ever dare to spend 200,000 francs on an entirely white painting that looks like it has diagonal white lines, should one cross their eyes just so.

Comedy, being one of Alexander's fortes, is what truly brought out the genius in the star. Like Raymont, Yager's initial run through of the scene drew numerous laughs from the audience, as he truly morphed into the character with every anxious pace across stage.

Yet Alexander's attuned act-



Web

"The jerk store called... they're running out of you!"

ing sense took over, following Yager's performance. Walking on stage for the first time, Alexander took a few moments, ensuring he understood the lines correctly, and immediately went to work grappling the quick movements of punching, physically as well as with his words.

Yager attempted the same maneuver a few moments later, yet struggled, his own movements seeming so unnatural. At this, Alexander asked Yager to reevaluate his objective in that instant.

"Do you really want to attack, then? Is that what your objective is?"

Yager, too, after the personalized and insightful "Jason Alexander critique," found depth in his words, and even when performing the monologue while seated and without movement, completely transformed his speech.

Last to perform was Jeff Church, reciting a piece from Paul Rudnick's *I Hate Hamlet*. What to most would have seemed like a near perfect performance in the beginning, Alexander was still able to craft into something more through his endearing challenging of the student actors, asking them to continually picture the person they were speaking to, clarifying that if it wasn't there for the actor, the audience would surely never see it.

At one point, Alexander brought up the idea of actors themselves particularly being to blame. "You always hear about actors going out and 'feeling it' on stage. Well, let me tell you," he accosted. "If the audience ain't 'feeling it,' you've got nothing." Acting, he explained, is about connecting with the audience so *they* feel something. If that doesn't happen, there's no point to acting at all.

Church diligently worked through his speech, repeating the first line numerous times, it being: "Last night, right from the start, I knew I was bombing..." Given the pressure, he may have even begun to think he himself was bombing at that precise moment as well! And yet, through Church's earnest struggle to perfect his motives and grasp of the true meaning behind the lines he recited, plus Alexander's careful direction, the contrast between his preliminary run-through and

the final presentation were inexplicably different. The result was a more true-to-life and ardent performance.

Having successfully helped three already meticulous and renowned theatre students at Connecticut College, Jason Alexander then welcomed the audience to any final questions they might have for him.

Many questioned some of the decisions he had made with the three students he had just coached, wondering if certain circumstances were to arise in their future acting careers that would alter the decisions he had made. To these questions, Alexander simply responded, "Yes, the circumstances will change, but ultimately the process one ought to go through to most effectively tackle the scene will be the same."

Another daring student questioned if Alexander ever felt he "ran over" other actors with his own acting capabilities, and if he ever tried to hold back. To this, he simply responded, "Do I ever run over them? Hell yes. What do I think? The hell with them!" Then, his eyes wrinkling with his timeless grin, he noted that he is always willing to learn from other actors, so long as they are willing to learn from him as well.

Alexander then added, "I have a tremendous amount of respect for people who are willing to work hard. What I do not have tolerance for are people who already think they are as good as it gets."

So, just how did he respond when asked for anything else he might like to add to this article?

"Just say I have more hair in person."

From the Connecticut College community, we thank you, Jason Alexander, for your generous time, and wish Gabe the best for the remainder of his college search.



Jason Alexander (second from right) is best known for playing "short, stocky, slow-witted, bald" George Costanza on *Seinfeld* for nine seasons. However, he found his acting start in theater, even winning a Tony in 1989.

Thesis Pieces

An inside look at the art of putting together a senior dance show

LAURA SNOW
CONTRIBUTOR

The WHAT of the WHAT?

Have you seen a gaggle of self-indulgent posters hanging about campus, with one of eight dancers floating in tree branches?

Or a group shot of the same eight people looking like a 90s band or a *Friends* advertisement?

When walking by said posters, perhaps you have heard a giggling girl say, "Raja would be naked."

Those flamboyantly dressed dancers (and one not dressed at all) are promoting the senior thesis dance concert, titled *The Pulp of the Matter*.

The year of preparation for the dance concert has been riddled with twists and turns, and I do not mean of the "writhing on the floor" variety. At the beginning of the year we had the sudden and oft talked about absence of our former department head, Lan-Lan Wang. Tears, arguments and love-ins ensued, but we nonetheless ended with a successful semester and fall concert.

With winter came the time for the seniors to choreograph and produce their final concert. As the show approaches with exhausting haste, I thought this the perfect moment to take a breath, and look back on, well, the "pulp" of the matter.

There are eight majors showcasing their work this year: seven women and one man. I know there are plenty of Conn seniors who can relate to mind-rattling esoteric con-



The Pulp of The Matter is split up into two shows. Show A: Laura Snow, Cassie Robertson, Raja Kelly, Jen Mueller. Show B: Laura Streit, Kate Enman, Carolyn Roose, Rebecca Hite

versations about their given discipline, and that a three-hour seminar makes you want to crawl back in bed, pull the covers over your head, and damn Rousseau or Marx or Sontag for "thinkin' all those thoughts."

The senior dance seminar is no exception, except afterwards we hit not the sheets, but the dance studio floor. Hours of rehearsal follow and numerous attempts are made to implement all those ideas in a physical way.

I will quote one of the lighting designers for the upcoming show: "Er, woah, um, you guys are intense. Read a lot of Freud?"

HOW NOT TO BE
PRETENTIOUS (when it is just

so easy to be)

Titling the performance was a difficult process. Hurt feelings were suppressed when one of us would throw out an idea and the other would snap back, "That is so pretentious. No, I don't mean you're pretentious. I'm just saying that title is pretentious!"

We toyed around with the idea of naming the show "Thesis Pieces" in an ode to peanut-butter flavored chocolates, but that idea was quickly quashed when we told someone the idea and they responded with, "Feces What?" Edgy, but not quite what we were going for.

COME SEE OUR SHOW!
(please)

Right now we are doing our best to pull together the loose strings of the show. Unexpectedly painting set pieces between academic classes. Testing our nimble feet to dodge said paint from splattering clothes to not offend that kid we sit next to in the next class who seems to be *offended* by the smell of turpentine. Learning how to edit music at 12 AM once rehearsal has let out, and after several hours accidentally falling asleep in the dance tech lab. FYI, the morning janitorial staff is very kind.

One dance professor suggested we write invitations to, oh say, "a hundred or so of your closest friends." Hmmm, we all thought, *one hundred* of our *closest* friends? Can we count the seven in the room

right now? Maybe we should go out more?

So in the case that my one hundred best friends at Connecticut College cannot make it to the show, I ask of you, reading this article: why not come to see a dance performance? The dancing is the most important part of this whole production, but I have spoken of it the least. I can explain my silence only in that I firmly believe that the dancing speaks for itself.

To only briefly engage in the sentimental, we have put our all in both the choreography and physical dancing of this performance, and I do not think you will be disappointed. In addition to the eight senior pieces split between two programs, there is guest choreography by Jeremy Nelson, Tania Issacs, and the late (really really great) Daniel Nagrin.

The 2006 class of dance majors titled their performance *This is a Big Deal to Us*. I laughed at it then, and I am still laughing now, but the heart of that sentiment remains true. So, where else can you see Freudian repressed memories, a ten foot platform, a wee bit o' singing, and a "Spanish Dance"?

The show's choreographers are Kate Enman, Rebecca Hite, Raja Kelly, Jen Mueller, Cassie Robertson, Carolyn Roose, Laura Snow, and Laura Streit. Palmer Auditorium, April 16th, 17th, 18th at 7:30 PM, and April 18th at 2PM. Tickets \$6 for students, call 860-439-ARTS to reserve your ticket!

Rosencrantz & Guildenstern Are Dead

The latest Main Stage production offers big laughs, witty dialogue, and conversations about existentialism

MATTHEW MITCHELL
CONTRIBUTOR

A scene of madness and chaos can be a perfect moment for comedy. As the residents of Harkness frantically scrambled out of their dorm for a fire drill, many could be seen clutching valuable possessions in their arms (with one unfortunate-looking man wearing nothing but a towel around his waist).

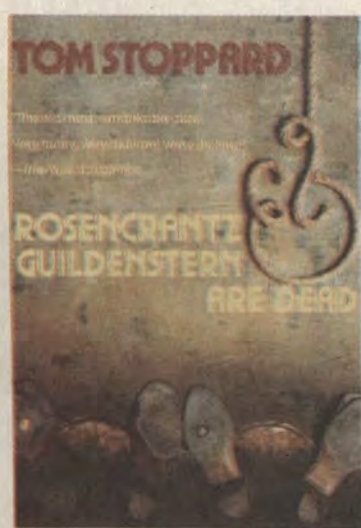
Among these students were the cast of *Rosencrantz and Guildenstern are Dead*, caught mid-rehearsal.

While sirens wailed and lights flashed from within the dorm, the cast members took the opportunity to continue their rehearsal out on the green, complete with a captive audience. In a frantic moment of a the scene's players being attacked by pirates, the screams of the cast were echoed by excited shouts from the bewildered crowd.

Rosencrantz and Guildenstern are Dead is play by Tom Stoppard about two fairly insignificant characters from Shakespeare's *Hamlet*. The two are so insignificant that they seem to lack purpose or control over their lives.

Jeff Church and Philip Barber play the two title characters, who are Hamlet's friends from school. They are given the order by King Claudius (Anders Nielsen) to observe the Prince of Denmark (Eric DelGizzo) and find the source of his budding madness.

Along the way, Guildenstern and Rosencrantz encounter a group of traveling Tragedians, led by Rosa Gilmore, with whom they jokingly ques-



tion existence, fate, and the meaning of life, all within the context of the theater.

Stoppard gives the audience a very different perspective on Shakespeare's classic, as *Rosencrantz and Guildenstern are Dead* is mostly composed of "off-stage" moments in *Hamlet*. Characters considered more significant in the original play (Ophelia, Gertrude, Polonius) will sporadically wander onto the stage to complain about something or other being rotten in the state of Denmark.

Director Monica Raymunt went through a rigorous process to have *Rosencrantz and Guildenstern are Dead* selected as the annual student-directed Main Stage production. She had chosen the play for her proposal based on a suggestion from Lina Wilder, a Shakespeare Scholar and Professor of English here at Conn.

She recalled immediately falling in love with Tom Stoppard's use of the English language and abundant dialogue highlighting humor of its limitations, as well the author's

portrayal of "these two clueless characters from *Hamlet*."

She noted, "I feel that the situation of Rosencrantz and Guildenstern is especially relevant to us as college students, who are always, on some level, grappling with our purpose and identity as we prepare ourselves for the real world."

The cast also includes Rich Spoehr, David Kelley, Elly Berke, Katie Ida Halper, Racine Oxtoby, and Erin Davey as various characters throughout the *Hamlet* universe.

As the Harkness fire drill finally ended, the cast and director filed back into the dining hall to resume their daily allotment of shouting, stabbing, mocking, pondering, and, of course, laughing.

As I sat in the corner giggling along with the rest of the cast, I wondered two things:

1) How can people having this much fun be getting anything done?

2) Will they be more amazing and hilarious when they've moved onstage?

Come see for yourself!

Rosencrantz and Guildenstern Are Dead runs from April 23rd to April 26th in the Tansill Theatre. Shows on 23th, 24th and 25th at 8:00pm and 25th and 26th at 2:00pm. Tickets are \$8 for the general public and \$6 for students. Call 1-860-439-ARTS for tickets.

New Cars, Old Friends

Familiar faces return in *Fast & Furious*

KRIS FLEMING
CONTRIBUTOR

Walking into the theater, I knew I was in for a treat. This movie had, in my mind, been in the making for years. I still remember watching *The Fast and the Furious* every time my friends and I were in a stalemate over what movie to watch. It was a crowd pleaser with its easy-to-follow plot, cookie-cutter dialogue, and insane car stunts. As the trailers ended, I crossed my fingers and hoped this movie would meet every one of my expectations.

And it did. Never before (and probably never again) was I so impressed with a sequel that followed a movie that had "Tokyo Drift" in the title. This sequel had something the others did not: a full returning cast. I was surprised at how much I missed Paul Walker and Vin Diesel waltzing their way across the screen in a glorious mix of muscles and face stubble.

Vin Diesel, reprising his role as Dominic "Dom" Toretto, opens the movie attempting an oil heist reminiscent of a scene straight out of *The Road Warrior* minus the bondage. We're thrown right into the action as Michelle Rodriguez, returning as Letty, gets into some trouble and Dom has to save her.

We leave this scene and visit downtown L.A., where Paul Walker, aka F.B.I. agent Brian O'Conner (Brian Spooner to die-hard fans), is busy chasing down a perp. At least, we suspect he's a criminal due to his amount of facial tattoos and lack of sleeves.

The plot officially opens as Dom returns to L.A. to visit his sister, the gorgeous Mia Toretto played by the equally

gorgeous Jordana Brewster. Mia gives the audience the 411 as she explains to Dom that when he and Letty split, she was gunned down in cold blood by a mysterious racer.

As expected, Dom solves these problems by driving fast and disobeying traffic laws to find the people responsible for his love's murder. Brian is sent to investigate the incident as well, and it just so happens he meets Dom in the same underground racing syndicate.

People drive fast, cars explode, and guns are fired for the remainder of the movie. Meanwhile, I cheered every time Vin Diesel made a stupid remark before getting the upper hand.

I was actually impressed with the script in this movie. It seems like they spent their time since the first movie giving out acting lessons and hiring accredited writers, as opposed to using a room full of monkeys and typewriters.

The plot was full of surprises, the interactions between the characters were believable, and Vin Diesel shocked the world with his ability to appear sad when appropriate.

I leave you with this: very few movies nowadays properly tell you what to expect in a movie simply from the title. *Observe and Report* could be about a hall-monitor in an inner-city school, *Knowing* could be about a scandalous love affair gone awry, and I don't even want to give you my take on *Crank 2: Fast & Furious* assures two things: fast cars and furious people.

The Whipple Sisters

CONTINUED FROM PAGE 12

many perks. I am excited for where sailing will take me in the future.

VOICE: This is quite clearly a family sport, seeing as three Whipples have been a part of Camel Sailing. Do you like that so many members of your family have or do participate in it here at CC?

C. WHIPPLE: I love the fact that I can share sailing with my family. It's great that everyone is so involved. My family has been so supportive and I could never separate the two. Sailing against my siblings has given the sport a new competitive edge. It's not easy getting beaten by your siblings, but at the end of the day I wouldn't want it any other way.

E. WHIPPLE: I think the family aspect related to the sport is the best part. It is a common ground for the whole family to always be a part of. We have always been a sailing family. My brother competes now at a high school level and my parents are still constantly leaving on the weekends for regattas they sail in together.

Being the third sister to go through Camel sailing I'd almost say has been an advantage. My sisters have helped me learn the ropes quickly and can relate to several of my situations on and off the racecourse. Candace is the one person on the team that I can talk to about anything. We have a very close relationship and understand each other better than anyone else.

VOICE: What is the most important lesson sailing has taught you about life?

C. WHIPPLE: The most important lessons sailing has taught me is to take chances as well as to never give up. Even if your boat is capsized and sinking, there is always a chance that you can come back or, if you're lucky enough, it will happen to a boat in front of you.

E. WHIPPLE: Sailing has taught me that everyone has a bad race, but it is important not to dwell on it and to concentrate on what you learned instead. I have learned a lot about sportsmanship and about being the bigger person in sticky situations.

Youth of Tennis

CONTINUED FROM PAGE 12

six freshmen and four sophomores, but Stanton agrees that age does not mean they lack experience. He says, "Our hard work allows us to play like upperclassmen."

The season continues with

the Camels' next home match April 25 on the newly renovated courts.

Water Polo To Compete In Northern Division Championship

MIKE FLINT
STAFF WRITER

This weekend, the women's Water Polo team will conclude their season with the Northern Division Championship. Ranked 4th out of 5 competing teams, the Camels will take on #1 Hartwick College, #2 Brown University, #3 Harvard University, and #5 Utica College.

The tournament will occur throughout the weekend with each team playing twice a day on Saturday and Sunday, for a total of 4 games apiece. On Saturday, Conn will take on Utica at 11 AM and Brown at 3 PM. On Sunday, the Camels will face Harvard and Hartwick at 9 AM and 12 PM, respectively.

Taking on Utica in their first game will hopefully be a good way for the Camels to get warmed up for the rest of the weekend. Conn has already beaten Utica twice this season. The Camels doubled the Pioneer's score, 22-11, when Conn visited Utica on March 14th, and then doubled their score for a second time, 16-8, when the Pioneers came to New London on April 5th.

In comparison, the Camels have had a tougher time with the other Northern Division schools. Although Hartwick, educating only 1,490 students, is smaller than Conn, Brown and Harvard are both much bigger, and that has resulted in some tough matches for the Camels. In the same weekend that Conn routed Utica here in New London, the Camels were blown out in Lott Natatorium by Hartwick (3-16), Brown (7-

13), and Harvard (4-23).

Despite their previous losses to Brown, Harvard, and Hartwick, however, the Camels are staying positive about their hopes for next weekend. As the ladies will tell you, they have

"The team has had a good season. It is impressive that we have done so well with only 3 subs and 4 girls who have never before played the sport," says Bakanas. "Next year we look forward to some incoming experienced players. However, we always are looking for current CC students to come and learn to love the game of water polo."

already proven their ability to beat teams they had previously lost to this season.

"Everyone has worked hard and our team continues to improve every day," says captain Phoebe Bakanas'10. "For instance, the first time we played Colorado College we lost [7-11], but when we

played them just a week later we won [12-10]." Conn hopes similar improvement will take place this weekend.

No matter what results on Saturday and Sunday, though, the Camels will be happy with their season. "The team has had a good season. It is impressive that we have done so well with only three subs and four girls who have never before played the sport," says Bakanas. "Next year we look forward to some incoming experienced players. However, we always are looking for current CC students to come and learn to love the game of water polo."

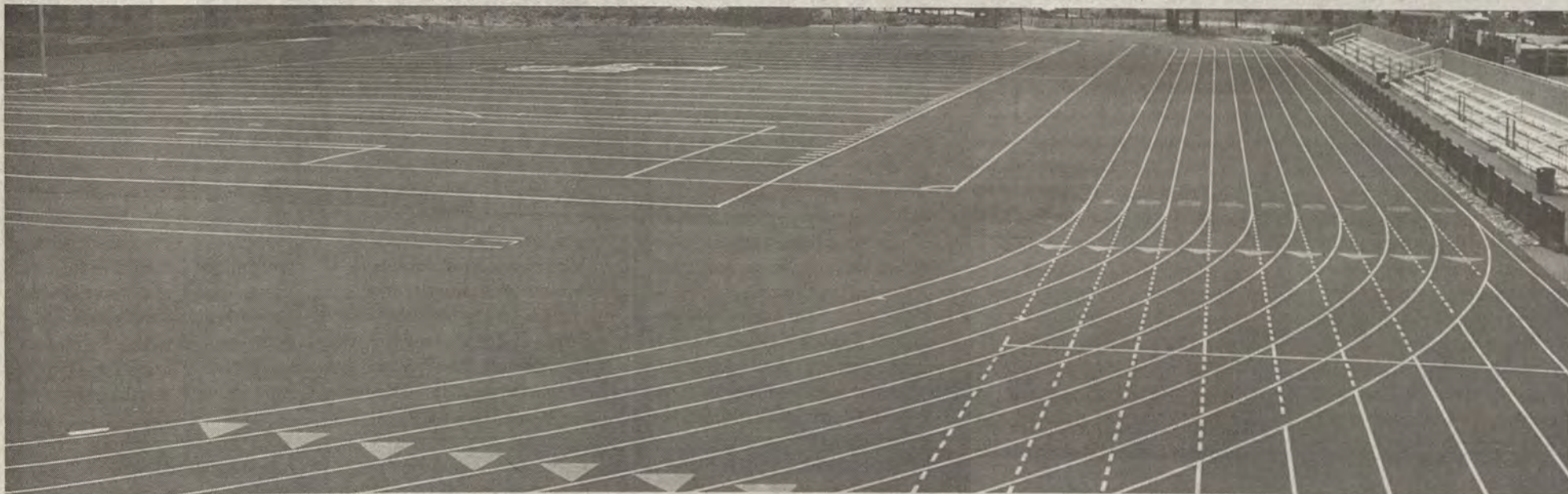
Hopefully, Conn will fair well this weekend and that will help the program take off. Until then, they will just take it one game at a time and have as much fun as they can. Says Bakanas, "The better we play, the more fun we have." Let's hope they have a lot of fun this weekend.



Phoebe Bakanas has high hopes for the Camels in the future.

Men's And Women's Track Runs to Division III National Championships

Eleven runners qualify for the Championship in last two weeks of competition



BEN EAGLE
EDITOR-IN-CHIEF

While it may seem like the spring sports season has just begun, the Connecticut College men's and women's track team are already in mid-season form and setting their sights on post-season accolades. The past two weeks, in matches at the Coast Guard Academy and Wesleyan University the Camels qualified eleven runners for the New England Division III Championship, the Super Bowl of Division III collegiate track.

At Wesleyan, the Camels received strong performances from Kerry Dermody and Mickey Lenzi. Dermody posted a time of 12:13.55 in the 3000 meter steeplechase to emerge victorious. The time, which qualified Dermody for the New England Division III Championship was also the fourth fastest time in Connecticut College history.

Lenzi, a junior, set a record of his own as well. He com-

pleted the 110 meter hurdles in 16.59 seconds, good for first place in the event as well as his own personal best time.

Other notables from the event included sophomore Owen Wiseman whose height of twelve feet, nine and one half of an inch in the pole vault qualified him for the New England Division III Championship. Faye McKenna finished the women's 5k in 18.21.52 to stamp her ticket to the New England Division III Championship as well. Others who qualified included Brigi Palatino with her winning sprint of 13.22 seconds in the 100 meter dash and Marina Van der Eb whose throw of 106 feet, five inches in the javelin was also good enough for a spot in the New England Division III Championship.

Two weeks ago at the highly competitive Coast Guard Academy Invitational the women's team finished in third place in the thirteen team field with a score of 90.5 points. Despite

a strong showing from senior Brian Murtagh, the men's team finished sixth in the twelve team field with a score of 46 points.

Leading the women's team to their strong showing were freshman Allison Bonito and senior Jill Sergi. Bonito, who hails from Guilford, Connecticut, finished first in the 800 meter run with a time of 2:25.40. Shortly behind her were Kelsey Taylor (2:25.60), who finished in second, and Dermody (2:26.43) who finished in third to complete the winning troika for the Camels.

In the 5k, Sergi and fellow senior Jessamyn Cox took home first and second. Cox scored eight points as the runner-up with a time of 19:15.21. Sergi, who blew away the competition with a time of 18:11.85, reserved a spot for herself in the New England Division III Championship with the winning time. While unable to notch a top spot for the Camels, Emily

Rosenfeld crossed the finish line in 22:23.25 to place sixth in the marathon length race.

Although the Camels possessed great depth, it was ultimately not enough to overcome the Rhode Island College Anchorwomen who finished atop the overall standings with a winning score of 135 points. Westfield State College, which is located in Massachusetts, finished second with 105 points.

Palatino and Asia Bento also qualified for the New England Division III Championships. The freshman and sophomore respectively finished third and fourth in the 100 meter dash to qualify for the NESCAC's most prestigious event. Palatino finished in 13.29 seconds, while Bento finished shortly thereafter in 13.33 seconds.

In the 4x100 meter relay, the combined efforts of Ani Cipriano, Joann O'Brien, Palatino and Bento willed the Camels to a second place finish with a time of 51.47 seconds.

On the men's side, in spite of a New England Division III Championship time by Murtagh in the 3,000 meter steeplechase (9:32.54), the men were unable to topple the athletic juggernaut that is the Coast Guard Academy. The Coast Guard blew away the twelve team field with a winning score of 234. Westfield College, who finished second, scored 111.5 points.

Also qualifying for the New England Division III Championship were Lenzi and Alex Samma. Lenzi qualified for the event with his second place finish in the high jump (1.86 meters). Samma, who captured the National Championship in the triple-jump just a short time ago seemed to be holding back somewhat as he finished in third at the event with a distance of 14.10 meters. The distance was still enough however, to qualify him for the upcoming Championship.

SPORTS

April 15, 2009 | Sports Editor: Ben Eagle

Men's and Women's Lacrosse Grab Wins at Home

Men go on 9-0 run to stun Merchant Marines, women rout Holyoke

MIKE FLINT
STAFF WRITER

Last week, both Camel lacrosse teams bounced back from tough losses with wins. The men's team defeated the US Merchant Marine Academy in an exciting 10-8 victory, and the women blew out Mount Holyoke in style, 19-2.

In Tuesday's showdown, the men found themselves down 6-1 to the Mariners in the first half. Not much was going right for the Camels, and they needed a boost before the intermission. Then, with a little under 5 minutes left in the half, Phips Smith '10 scored off of a pass from Ryan Hayes '11 to make it 6-2. Just 65 seconds later, the Camels added another tally when Hayes connected with Smith once again, bringing Conn within 3 at 6-3 at the half.

In the second half, the Camels continued their epic push. After goals from Hayes and Rory O'Connor '12, Chuck Czerkowski '12 tied the game on an amazing individual effort. Czerkowski won the face-off, scooped up the ground ball, darted toward the net, and fired the equalizer into the

cage, tying the score at 6-6.

The Camels finally took the lead when Eric Doran '11 scored with 12:40 left in the 3rd quarter. Conn never surrendered the lead after that, and took an 8-6 advantage into the final quarter. In the 4th quarter, Sean Driscoll '10 capped off the Camels' 9-0 scoring spree, making it 10-6 with 7:00 minutes left in the contest. Conn went onto with the game 10-8.

On Wednesday, the women followed in the winning footsteps, but put their own spin on it. Instead of a nail-biter like

By the end of the first half, Conn had already scored 10 goals and held an 8-point advantage.

the men, the women's team blew out the ladies from Mount Holyoke, 19-2, on the Turf.

The outcome was evident from the starting whistle, as Sara Christopher '10 scored the first of her 4 goals 22 seconds after the start of the match. Although the Lyons tied the score, 1-1, soon after, the Camels proceeded to go on a



Sophomore Ryan Hayes led the way for the Camels on Tuesday against USMMA.

7-0 run, blowing the game wide open and never looking back.

By the end of the first half, Conn had already scored 10 goals and held an 8-point advantage, 10-2. To make their superiority even more apparent, the Camels then shutout the Lyons in the second half, while adding 9 more scores for a 19-2 victory.

In the rout, many of the Lady Camels were able to boost their scoring numbers. Christopher finished with 4 goals and 4 assists, Ali Iovanello '12 scored 3 times with 2 assists, Hope Barone '12 had 4 goals, tying her with Katelyn Driscoll '12 with a team high 14 goals on the season, and Ali McPherson '12 scored twice and added 1 assist.

Both squads took on Colby on Saturday, each hoping to end their respective winless NESCAC records so far this year. Before Saturday, the men's team was 4-7 on the year and 0-6 in the NESCAC, while the women sported a 3-7 record, also going 0-6 in the conference.

Players Of The Week: The Whipple Sisters

Candace and Elizabeth Whipple Talk About Growing Up Sailing

EMILY WEBB
STAFF WRITER

Candace and Elizabeth Whipple are two sisters from Plandome, New York, who bring a competitive edge and determination to Camel Sailing. These sisters have been a driving force in the success of the sailing team and recently led the team to a fifth place finish at the Brad Dellenbaugh Regatta on April 5, 2009. As two of the three Whipple sisters that have competed for Connecticut College, they have upheld their family legacy in sailing for the Camels.

VOICE: How long have you been sailing? How many of these years have been competitive sailing?

C. WHIPPLE: I have been sailing my whole life. My siblings and I were always our dad's best crew on our boat. We have sailed a lot as a family. Both my sister and I started sailing class at a very young age, and have been competing since we were eight.

VOICE: What is the highlight of your sailing career thus far at CC?

C. WHIPPLE: The middle child usually ends up with the short end of the stick, however, I have been able to sail with and against both my older and younger sisters, and that has definitely been a highlight of my college sailing career. Winning races is always nice too.

E. WHIPPLE: I love being on the team and practicing everyday with them in a sport that I grew up with. Also, I enjoy being able to sail every weekend against other sailors from other schools that I have grown up sailing against. Being on the same team as my sister is one of the best aspects of the team. We are definitely each other's support systems.

VOICE: Do you have any specific pre-race rituals?

C. WHIPPLE: Before starting a race I am so nervous. It always helps to have a crew in your boat that can take your mind off of things and make you laugh. I once had a crew that would rap to me, that was always entertaining. I will usually look up course to see what the wind conditions are. This helps me organize all of my thoughts before the race.

E. WHIPPLE: Before each race I always try to just stay relaxed. I never try to over analyze the wind or the course because every minute it is changing most of the time. I will always run through a list in my head of things that I need to remember throughout the race course and discuss some important reminders about the day with my crew.

VOICE: Why do you sail?

What do you like about sailing?

C. WHIPPLE: I sail because I truly love it. I am so lucky to be able to go out on the water everyday. It is such a privilege to be out in the fresh air with my best friends/teammates all of the time. At the end of my classes each day sailing is the only thing on my mind. I don't have to think of tests, or homework, it's a chance to escape and be apart of a team that is so much fun.

E. WHIPPLE: Sailing is great because of the people it draws in. I love the sailing community and still have friends that I have been sailing against since my first regatta. Probably my favorite thing about going to regattas is being able to see my friends and getting to sail against them. No matter who beats whom on the water, things don't change off the water. The fact that sailing is a life long sport is just one of its

SEE WHIPPLES PAGE 11

Tennis Blessed With Strong Captains

Young Squads Have Hope for Future



Dave Kellog (left) and Trevor Prophet (right) are first doubles partners for men's tennis.

MARISSA DEMAIS
STAFF WRITER

The Women's tennis team (2-9) faced the Colby College Mules Saturday morning. The game was rained out due to weather, but they suffered a set back to Colby College 5-2 in the Charles B. Luce Fieldhouse.

Becca Heupel '11 had the two wins of the day, sweeping in her doubles and singles match. She notched an impressive 6-3 win in the first set of singles then battled to win the second set 7-6 (7-4).

In first doubles, captains Heupel and Caroline Barone '11 teamed up for a convincing 8-4 win. With President Higdon in the audience, the tandem displayed their prowess and excellent teamwork.

The dynamic duo of Barone and Heupel has been impres-

sive all season. Barone posted a key win in second singles versus Bates College, while recording a perfect 3-0 record in the team's spring break matches. Heupel has also been consistently successful at first singles all season with clutch wins against Wesleyan Univer-

"[The captains'] dedication in the off-season has really motivated the rest of us. They work really hard to be the best leaders and players they can be." -Sarah Yeransian '12

sity and Babson College. The two sophomore captains have been excellent leaders on and off the court.

Team member Sara Yeransian '12 explains, The Men's

Tennis team has also been having a successful season. They currently stand at 5-6, and tri-captains Dave Kellog '09, Trevor Prophet '11, and Craig Stanton '11 have been leading the way. Kellog and Prophet have been incredible at first doubles, posting crucial wins versus Bowdoin, Babson, Springfield College, and NYU.

The Men and Women's teams both are incredibly young. The women's roster includes six freshmen, but, to them, age is just a number. "We know we are a lot younger than other NESCAC schools, but that only means we will be stronger next year and the year after that," explains Heupel. "We have a very talented group of freshman."

The Men's team also includes

SEE TENNIS PAGE 11